**8th Grade ELA I Can Statement**

[Reading Literature](#readingliteratue) – [Reading Informational Text](#Readinginformationaltext) – [Writing](#writing) – [Language](#language) – [Speaking and Listening](#speakingandlistening)

**Reading Literature “I Can Statements”** Standard— 8th Grade Reading RL8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

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| OVERALL STANDARD TYPE | **K**  **R**  PS P |

***LEGEND*** FORMATIVE ASSESSMENT

STANDARD TYPE (F.A.T.)

K=KNOWLEDGE S.R.=SELECTED RESPONSE

R=REASONING E.W.=EXTENDED WRITTEN RESPONSE

P.S. PERFORMANCE SKILL P.A=PERFORMANCE ASSESSMENT

P= PRODUCT P.COM.=PERSONAL COMMUNICATION

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| LEARNING TARGETS  Identify the key ideas explicitly stated in the text.  Evidence in the text that strongly supports the key  Recognize the differences between and inferences and what is **explicitly** stated in the text  Analyze text by:  Making **inferences** about what a text says that is not directly stated  Evaluating which evidence most strongly supports the identified key ideas  Cite the evidence used to make **inferences** not explicitly stated in the text | TYPE  K  R | I CAN STATEMENTS  I can identify key ideas stated in the text.  I can identify evidence in the text that strongly supports the key ideas.  I can make **inferences** about what a text says that is not directly stated.  I can evaluate which evidence most strongly supports the identified key ideas. | F.A.T. | FORMATIVE ASSESSMENT |

Standard— 8th Grade Reading RL8.2

Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

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| LEARNING TARGETS  Understand theme and central idea of a text  Know the literary elements (characters, setting, plot)  Objectively summarize a text  Analyze the development of a theme or central idea over the course of time  Analyze its relationship to the literary elements over the course of a text  Provide an objective summary of the text | TYPE  K  R | I CAN STATEMENTS  I can identify/understand the theme or central idea of a text.  I can identify literary elements (character, setting, plot).  I can summarize a text.  I can analyze the development of a theme or central idea.  I can analyze the literary elements of a text.  I can provide a summary of the text. | F.A.T. | FORMATIVE ASSESSMENT |

Standard— 8th Grade Reading RL 8.3

Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

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| LEARNING TARGETS  Identify elements of literature:   * Dialogue * Plot * Characterization   Analyze lines of dialogue for:   * Propelling action * Revealing characters * Provoking decisions   Analyze lines of incidents for:   * Propelling action * Revealing character * Provoking decisions | TYPE  K  R | I CAN STATEMENTS  I can identify dialogue, plot, and characterization of a text.  I can analyze lines of dialogue for **propelling** action, revealing characters, and provoking decisions.  I can analyze lines of incidents for propelling action, revealing character, and provoking decisions. | F.A.T. | FORMATIVE ASSESSMENT |

Standard— 8th Grade Reading RL 8.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings, analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

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| LEARNING TARGETS  Identify:   * Words and phrases * Figurative words and phrases * **Connotative** words and phrases   In a text  Identify meaning and tone of a text  Identify:   * Analogies * **Allusions** to other texts   Determine the meaning of words and phrases, including figurative and **connotative** meanings, as they are used in a text.  Analyze the impact of word choices on meaning and tone of a text.  Analyze the impact of:   * Analogies * Allusions to other texts on meaning and tone | TYPE  K  R | I CAN STATEMENTS  I can identify/define words, phrases, figurative language, **connotative** words and phrases in a text.  I can identify the tone of a text.  I can identify/give examples of analogies and **allusions** to other texts.  I can determine the meaning of words and phrases, including figurative and **connotative** meanings, as they are used in a text.    I can analyze the impact of word choices, analogies, and **allusions** on meaning and tone of a text. | F.A.T. | FORMATIVE ASSESSMENT |

Standard— 8th Grade Reading RL 8.5

Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

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| LEARNING TARGETS  Identify **structural** elements of two or more texts  Compare and contrast the structure of two literary texts  Analyze how the structure of each text contributes to its meaning and style | TYPE  K  R | I CAN STATEMENTS  I can identify **structura**l elements of texts.  I can compare and contrast the structure of two or more literary texts.  I can analyze how the structure of each text contributes to its meaning and style. | F.A.T. | FORMATIVE ASSESSMENT |

Standard— 8th Grade Reading RL 8.6

Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

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| LEARNING TARGETS  Determine the author’s point of view or purpose  Identify evidence the author uses to support  His/her viewpoint/purpose  Identify conflicting evidence or viewpoints presented in a given text  Compare and contrast the author’s evidence and/or viewpoints to the conflicting evidence and/or viewpoints  Analyze the techniques the author uses to respond to conflicting evidence  Support your analysis with examples from the text | TYPE  K  R | I CAN STATEMENTS  I can determine the author’s point of view or purpose.  I can identify evidence the author uses to support  His/her viewpoint/purpose.  I can Identify conflicting evidence or viewpoints presented in a given text.  I can compare and contrast the author’s evidence and/or viewpoints to the conflicting evidence and/or viewpoints.  I can analyze the techniques the author uses to respond to conflicting evidence.  I can support your analysis with examples from the text. | F.A.T. | FORMATIVE ASSESSMENT |

Standard— 8th Grade Reading RL8.7

Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

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| LEARNING TARGETS  Recognize choices directors and actors make  Define evaluate  Compare and contrast text ( story or drama) and live or filmed production  Analyze the faithfulness or departure between the text (story or drama) and the live or filmed production  Evaluate the outcome/impact of choices made by directors and actors | TYPE  K  R | I CAN STATEMENTS  I can identify choices directors and actors make.  I can define evaluate.  I can compare and contrast text, story or drama, and live or filmed production.  I can identify the differences /likenesses to the faithfulness of a piece of literature (story or drama) and the live or filmed production.  I can evaluate the outcome/impact of choices made by directors and actors. | F.A.T. | FORMATIVE ASSESSMENT |

[Reading Literature](#readingliteratue) – [Reading Informational Text](#Readinginformationaltext) – [Writing](#writing) – [Language](#language) – [Speaking and Listening](#speakingandlistening) **Reading Informational Text “I Can Statements”**  
 Standard— 8th Grade Reading RIT 8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

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| LEARNING TARGETS  Recognize the difference in explicitly stated information and inference information in a text  Determine strongly supporting details for:   * What is explicitly stated * Inferences made   Make inferences about what is said in the text  Analyze and cite details to determine which ones most strongly support the idea (either explicitly or inferred) | TYPE  K  R | I CAN STATEMENTS  I can recognize the differences in explicitly stated information and inference information in a text.  I can determine supporting details for stated information and inferences made.  I can make inferences about what is read in the text and analyze and cite details to determine which ones most support the idea. | F.A.T. | FORMATIVE ASSESSMENT |

Standard— 8th Grade Reading RIT8.2

Determine a central idea of a text and analyze its development over the course of the text; including its relationship to supporting ideas; provide an objective summary of the text.

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| LEARNING TARGETS  Identify:   * The central idea of a text * Ideas that support the central idea   Determine the relationship of ideas that support the central idea  Analyze the development of the central idea over the course of the text  Provide an objective summary that includes the relationship of supporting ideas to the development of the central idea | TYPE  K  R | I CAN STATEMENTS  I can determine the relationship of ideas that support the central idea.  I can determine the relationship of ideas that support the central idea, analyze the development of the central idea over the course of the text, and write an objective summary that includes the relationship of supporting ideas to the development of the central idea. | F.A.T. | FORMATIVE ASSESSMENT |

Standard— 8th Grade Reading RIT8.3

Analyze how a text makes a connection among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

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| LEARNING TARGETS  Define:   * compare/contrast * analogies * categorization   Identify:   * Individuals * Events * Ideas   Within a text  Compare how:   * Individuals * Ideas * Events   Are connected (including classification and analogies)  Contrast the distinctions between:   * Individuals * Ideas * Events   Within a text (including classification and analogies) | TYPE  K  R | I CAN STATEMENTS  I can define compare/contrast, analogies, and categorization.  I can identify individuals, events, and ideas within a text.  I can compare how individuals, idea and events are connected (including classification and analogies).  I can contrast the distinctions between individuals, ideas, and events within a text (including classification and analogies). | F.A.T. | FORMATIVE ASSESSMENT |

Standard— 8th Grade Reading RIT8.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

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| LEARNING TARGETS  Identify:   * Words and phrases * Figurative words and phrases * Connotative words and phrases * Technical words and phrases   In a text  Identify words and phrases that include analogies and allusions to other texts, in a text  Determine the meaning of words and phrases, including the:   * Figurative * Connotative * Technical   Meanings of words and phrases as used in a text  Analyze the impact of word choice on meaning and tone  Analyze the impact of the use of analogies and allusions to other texts on meaning and tone | TYPE  K  R | I CAN STATEMENTS  I can identify words and phrases, figurative words and phrases, connotative words and phrases, and technical words and phrases in a text.  I can identify words and phrases that include analogies and allusions to other texts, in a text.  I can determine the meaning of words and phrases, including the figurative, connotative, and technical meanings of words and phrases as used in a text.  I can analyze the impact of word choice on meaning and tone.  I can analyze the impact of word choice on meaning and tone.  I can analyze the impact of the use of analogies and allusions to other texts on meaning and tone. | F.A.T. | FORMATIVE ASSESSMENT |

Standard— 8th Grade Reading RIT8.5

Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

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| LEARNING TARGETS  Identify:   * Different roles of sentences * Structure of a specific paragraph in an informational text   Analyze the:   * Role that a particular sentence plays in the paragraph in developing and refining the key concept * Structure of specific sentences in developing the paragraph | TYPE  K  R | I CAN STATEMENTS  I can identify the different types of sentences and their structure in a specific paragraph in an informational text.  I can analyze the role that a particular sentence plays in the paragraph in developing and refining the key concept.  I can structure specific sentences in developing a paragraph. | F.A.T. | FORMATIVE ASSESSMENT |

Standard—8th Grade Reading RIT8.6

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| LEARNING TARGETS  Determine the author’s point of view or purpose  Identify:   * Evidence the author uses to support his/her   Viewpoint/purpose   * Conflicting evidence or viewpoints presented in a given text   Compare and contrast the author’s evidence and/or viewpoints to the conflicting evidence and/or viewpoints  Analyze the techniques the author uses to respond to conflicting evidence  Support your analysis with examples from the text | TYPE  K  R | I CAN STATEMENTS  I can identify the author’s point of view or purpose.  I can identify evidence the author uses to support his/her viewpoint/purpose and conflicting evidence or viewpoints presented in a given text.  I can compare and contrast the author’s evidence and/or viewpoints to the conflicting evidence and/or viewpoints.  I can analyze the techniques the author uses to respond to conflicting evidence.  I can support my analysis with examples from the text. | F.A.T. | FORMATIVE ASSESSMENT |

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[Reading Literature](#readingliteratue) – [Reading Informational Text](#Readinginformationaltext) – [Writing](#writing) – [Language](#language) – [Speaking and Listening](#speakingandlistening) **Writing “I Can Statements”** Standard— 8th Grade Writing-Standard 8.1

**Standard: Write arguments to support claims with clear reasons and relevant evidence.**

**a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and**

**evidence logically.**

**b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding**

**of the topic or text.**

**c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.**

**d. Establish and maintain a formal style.**

**e. Provide a concluding statement or section that follows from and supports the argument presented.**

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| LEARNING TARGETS  Identify and explain:   * accurate, credible sources * phrases and clauses that create cohesion and clarify relationships * claims; alternate, counter or opposing claims * relevance and evidence * argument * concluding statement * formal style   Idenfify how to introduce claims, acknowledge or distinguish alternate or opposing claims  Organize reasons and evidence logically  Build support for claims with logical reasoning and relevant and irrelevant evidence; distinguish between relevant and irrelevant evidence  Identify sources for credibility and accuracy  Identify understanding of topic or text  Create cohesion and clarify relationships among claim(s), counterclaims, reasons, and evidence using words, phrases, or clauses  Establish and maintain a formal style  Plan a concluding statement or section that follows from and supports the argument presented | TYPE  K  R  R  R  R  R  R  R  R | I CAN STATEMENTS  I CAN identify and explain:   * accurate, **credible** sources * phrases and clauses that create cohesion and clarify relationships * claims; alternate, counter or opposing claims * relevance and evidence * argument * concluding statement * formal style   I CAN identify how to introduce claims, acknowledge or distinguish alternate or opposing claims.  I CAN organize reasons and evidence logically.  I CAN build support for claims with logical reasoning and relevant and irrelevant evidence; distinguish between relevant and irrelevant evidence.  I CAN identify sources for **credibility** and accuracy.  I CAN identify understanding of topic or text.  I CAN create cohesion and clarify relationship among claim(s), counterclaims, reason, and evidence using words, phrases, or clauses.  I CAN establish and maintain a formal style.  I CAN plan a concluding statement or section that follows from and supports the arguments presented. | F.A.T. | FORMATIVE ASSESSMENT |

Standard—**8th Grade Writing-Standard 8.2**

**Standard: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection,**

**organization, and analysis of relevant content.**

**a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include**

**formatting (e.g., heading) graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.**

**b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.**

**c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.**

**d. Use precise language and domain-specific vocabulary to inform about or explain the topic.**

**e. Establish and maintain a formal style.**

**f. Provide a concluding statement or section that follows from and supports the information or explanation presented.**

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| LEARNING TARGETS  Identify topic  Select relevant content for topic  Identify transitions  Identify precise language and domain-specific vocabulary  Identify formal style  Identify a conclusion for the topic that follows from and supports the information or explanation presented  Organize:   * ideas * concepts * information   into broader categories  Analyze and organize relevant content:   * using facts * definitions * concrete details * quotations   to develop the topic  Select appropriate and varied transitions to create cohesion and clarify relationships  Identify precise language and domain specific vocabulary  Identify an effective, supportive conclusion for the topic or section that follows from and supports the information or explanation presented | TYPE  K  K  K  K  K  K  R  R  R  R  R | I CAN STATEMENTS  I CAN identify **topic**.  I CAN select relevant content for topic.  I CAN identify **transitions**.  I CAN identify precise language and domain-specific vocabulary.  I CAN identify formal style.  I CAN identify a conclusion for the topic that follows from and supports the information or explanation presented.  I CAN organize ideas, concepts, and information into broader categories.  I CAN analyze and organize relevant content using facts, definitions, concrete details, and quotations to develop the topic.  I CAN select appropriate and varied transitions to create cohesion and clarify relationships.  I CAN identify precise language and domain specific vocabulary.  I CAN identify an effective, supportive conclusion for the top or section that follows from and supports the information or explanation presented. | F.A.T. | FORMATIVE ASSESSMENT |

Standard—Writing 8.3

**Standard: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-**

**structured event sequences.**

**a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters;**

**organize an event sequence that unfolds naturally and logically.**

**b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.**

**c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to**

**another, and show the relationships among experiences and events.**

**d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.**

**e. Provide a conclusion that follows from and reflects on the narrated experiences or events.**

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| LEARNING TARGETS  Identify various **points of view** in narratives.  Identify **narratives techniques** used in a variety of narratives.  Recognize **transition words**, phrases, and clauses.  Recognize how authors use:   * Precise words/phrases * Description * Sensory details   to help readers visualize or sense the action of a narrative.  Interpret points of view of various narratives.  Design and organize event sequences that unfold naturally and logically.  Use a variety of transitions to shift from one setting to another.  Analyze the relationships among experiences and events.  Design an organized sequence of events with dialogue to develop experiences, events, and/or characters.  Use precise, descriptive, and sensory language to capture the action and to develop experiences and events.  Assemble a conclusion that reflects on experiences and events in a narrative. | TYPE  K, R  K  K  K  R  R  R  R  R  R  R | I CAN STATEMENTS  I can interpret points of view of various narratives.  I can identify narrative techniques used in a variety of narratives.  I can recognize transitional words, phrases, and clauses in various narratives.  I can identify exact words/phrases, descriptions, and sensory details that help me visualize or sense the action of a narrative.  I can identify the point of view of various narratives.  I can plan and write organized event sequences that are natural and logical in their development.  I can use a variety of transitions in the setting of my narrative writing.  I can analyze the relationships among experiences and events.  I can plan an organized sequence of events including dialogue that develops experiences, events, and/or characters.  I can use precise, descriptive, sensory language to capture the action and to develop experiences and events.  I can plan and write a conclusion of a narrative that reflects on my own experiences and events. | F.A.T. | FORMATIVE ASSESSMENT |

Standard—**8th Grade Writing-Standard 8.4**

**Standard: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and**

**audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)**

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| LEARNING TARGETS  Analyze the reason for writing a piece to decide on:   * task * purpose * audience   Identify suitable:   * idea development strategies * organization * style   appropriate to task, purpose and audience | TYPE  R  R | I CAN STATEMENTS  I CAN analyze the reason for writing a piece to decide on **task**, **purpose**, and **audience**.  I CAN identify idea development strategies, organization, and style appropriate to **task**, **purpose** and **audience**. | F.A.T. | FORMATIVE ASSESSMENT |

Standard—**8th Grade Writing-Standard 8.5**

**Standard: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing,**

**rewriting or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should**

**demonstrate a command of Language standards 1-3 up to and including grade 8 on page 52).**

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| LEARNING TARGETS  With some guidance and support from peers and adults, students can:   * plan * revise * edit * rewrite * try a new approach * recognize how well to focus on : * audience * purpose   Know how to edit for conventions of writing demonstrating  With some guidance and support from peers and adults, students develop and strengthen writing by:   * planning * revising * editing * rewriting * trying a new approach   Identify how well the focus of:   * audience * purpose   have been addressed | TYPE  K  K  R  R | I CAN STATEMENTS  I CAN with some guidance and support from peers and adults, students can:   * plan * revise * edit * rewrite * try a new approach * recognize how well to focus on: * **audience** * **purpose**   I CAN know how to edit for conventions of writing demonstrating.  I CAN with some guidance and support from peers and adults, students develop and strengthen writing by:   * planning * revising * editing * rewriting * trying a new approach   I CAN identify how well the focus of:   * **audience** * **purpose**   have been addressed. | F.A.T. | FORMATIVE ASSESSMENT |

Standard—Writing 8.6

**Standard: Use technology, including the Internet, to produce and publish writing and present the relationships between information and**

**ideas efficiently as well as to interact and collaborate with others.**

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| OVERALL STANDARD TYPE | K R PS P |

***LEGEND*** FORMATIVE ASSESSMENT

STANDARD TYPE (F.A.T.)

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R=REASONING E.W.=EXTENDED WRITTEN RESPONSE

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| LEARNING TARGETS  Identify publishing and collaborative options that use technology.  Know how to collaborate effectively for an intended purpose.  Select technology to present information and ideas.  Determine the best technology tools for producing and publishing writing, including on-line tools.  Determine the best technology options for communicating and collaborating with others, including on-line tools.  Evaluate the relationship between information presented and ideas expressed. | TYPE  K  K  K  R  R  R | I CAN STATEMENTS  I can identify ways to revise, edit, and publish using technology.  I can collaborate with others for a specific purpose.  I can select appropriate technology by which to present my information and ideas.  I can determine the best technology tools, including on-line tools, for producing and publishing my writing.  I can determine the best technology options, including on-line tools, for communicating and collaborating with others.  I can state the relationship between information presented and ideas expressed. | F.A.T. | FORMATIVE ASSESSMENT |

Standard—**8th Grade Writing-Standard 8.7**

**Standard:** **Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and**

**generating additional related, focused questions that allow for multiple avenues of exploration.**

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| OVERALL STANDARD TYPE | K R PS P |

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| LEARNING TARGETS  Apply:   * reliable sources of information * appropriate inquiry methods to conduct a research project * multiple avenues of exploration (technology, library skills, etc.)   Identify which facts/examples best answer a question  Draw conclusions about the validity of sources  Formulate questions, either verbally or written, that would allow for other avenues of exploration  Conduct short research projects that:   * answer questions (including self-generated questions) * draw on several sources * generate additional related focused questions that allow for multiple avenues of exploration | TYPE  K  R  R  R  R | I CAN STATEMENTS  I CAN apply:   * reliable **sources** of information * appropriate inquiry methods to conduct a research project * multiple avenues of exploration (technology, library skills, etc.)   I CAN identify which facts/examples best answer a question.  I CAN draw conclusions about the **validity** of **sources**.  I CAN formulate questions, either verbally or written, that would allow for other avenues of exploration.  I Can conduct short research projects that:   * answer questions (including self-generated questions) * draw on several sources * generate additional related focused questions that allow for multiple avenues of exploration | F.A.T. | FORMATIVE ASSESSMENT |

Standard—Writing 8.8

**Standard: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and**

**accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard**

**format for citation.**

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| LEARNING TARGETS  Recognize standard format for **citation**.  Determine the relevance of information gathered from print and digital sources.  Use **search** **terms** effectively.  Gather relevant information from multiple sources.  Assess the credibility and accuracy of each source.  Quote or **paraphrase** the data and conclusion of others while avoiding **plagiarism**. | TYPE  K  K  K  K  R  R | I CAN STATEMENTS  I can identify the standard format for a citation.  I can determine the importance of the information I gather from print and digital sources.  I can effectively use search terms.  I can gather appropriate information from multiple sources.  I can choose sources that are credible and accurate.  I can quote or paraphrase data while avoiding plagiarism. | F.A.T. | FORMATIVE ASSESSMENT |

Standard—**8th Grade Writing-Standard 8.9**

**Standard: Draw evidence from literary or informational texts to support analysis, reflection, and research.**

**a. Apply grade 8 Reading standards to literature (e.g., “Analyze how …).**

**b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims …).**

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| OVERALL STANDARD TYPE | K R PS P |

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| LEARNING TARGETS  Identify key ideas and details which provide evidence to support conclusions about the text accessed through research  Cite textual evidence to support analysis of what the text says explicitly    Draw evidence from key ideas and details as support for research  Analyze key ideas and details in a text as evidence for support understanding of text  Reflect on key ideas and details in a text as evidence for support understanding of text | TYPE  K  K  R  R  R | I CAN STATEMENTS  I CAN identify key ideas and details which provide evidence to support conclusions about the text accessed through research.  I CAN cite textual evidence to support analysis of what the text says explicitly.  I CAN draw evidence from key ideas and details as support for research.  I CAN analyze key ideas and details in a text as evidence for support understanding of text.  I CAN reflect on key ideas and details in a text as evidence for support understanding of text. | F.A.T. | FORMATIVE ASSESSMENT |

Standard—**8th Grade Writing-Standard 8.10**

**Standard: Writing routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or**

**a day or two) for a range of discipline-specific tasks, purposes, and audiences.**

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| OVERALL STANDARD TYPE | K R PS P |

***LEDEND*** FORMATIVE ASSESSMENT

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| LEARNING TARGETS  Identify:   * task * audience * purpose   for various types of writing  Identify the organizational structures for various types of writing  Identify:   * task * purpose * audience   for various types of writing over extended and short time frames  Identify appropriate organization structure to use for various types of writing based upon:   * task * purpose * audience | TYPE  K  K  R  R | I CAN STATEMENTS  I CAN identify **task**, **audience**, and **purpose** for various  types of writing.  I CAN identify the organizational structures for various types of writing.  I CAN identify **task**, **purpose**, and **audience** for various types of writing over extended and short time frames.  I CAN identify appropriate organization structure to use for various types of writing based upon **task**, **purpose**, and **audience**. | F.A.T. | FORMATIVE ASSESSMENT |

[Reading Literature](#readingliteratue) – [Reading Informational Text](#Readinginformationaltext) – [Writing](#writing) – [Language](#language) – [Speaking and Listening](#speakingandlistening) **Language “I Can Statements”**  
 Standard—**8th Grade-Language 8.1**

**Standard: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

**a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.**

**b. Form and use verbs in the active and passive voice.**

**c. Form and use verbs in the indicative, imperative, interrogative, conditional and subjunctive mood.**

**d. Recognize and correct inappropriate shifts in verb voice and mood.**

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| OVERALL STANDARD TYPE | K R PS P |

***LEGEND*** FORMATIVE ASSESSMENT

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| LEARNING TARGETS  Define verbals:   * gerunds * participles * infinitives   Identify verbs:   * active voice * passive voice   Identify verb moods:   * indicative * imperative * interrogative * conditional * subjunctive   Identify inappropriate verb voice and mood.  Identify command of the conventions of standard English grammar and usage when writing  Explain the function of verbals in general and in sentences  Form and use verbs in active and passive voice.  Use the following verb moods correctly:   * indicative * imperative * interrogative * conditional * subjunctive   in writing and speaking  Correct inappropriate shifts in verb voice and mood | TYPE  K  K  K  K  R  R  R  R  R | I CAN STATEMENTS  I CAN define verbals:   * **gerunds** * **participles** * **infinitives**   I CAN identify verbs:   * **active voice** * **passive voice**   I CAN identify verb **moods**:   * **indicative** (A mood used to express facts.) * **imperative** (A mood used to express a request or command.) * **interrogative** (A mood used to pose questions.) * **conditional** (A mood similar to subjunctive but is used in independent clauses.) * **subjunctive** (A mood used to introduce an idea that is contrary to fact.)   I CAN identify inappropriate verb **voice** and **mood**.  I CAN demonstrate correct punctuation and usage.  I CAN explain the function of verbals in general and in sentences.  I CAN form and use verbs in **active** and **passive** voice.  I CAN use the following verb **moods** correctly:   * indicative * imperative * interrogative * conditional * subjunctive   in writing and speaking.  I CAN correct inappropriate shifts in verb **voice** and **mood**. | F.A.T. | FORMATIVE ASSESSMENT |

Standard—Language 8.2

**Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

**a. Use punctuation (commas, ellipsis, dash) to indicate a pause or a break.**

**b. Spell correctly.**

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| OVERALL STANDARD TYPE | K R PS P |

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| LEARNING TARGETS  Apply correct capitalization, punctuation, and spelling when writing.  Use punctuation (commas, **ellipsis**, dash) to indicate a pause or a break.  Use commas to set off words or phrases that make a distinct break in the flow of thought, including **interrupting elements (nonrestrictive/parenthetical).**  Know that the interrupting element can be a phrase, an adverb like *however*, a transitional phrase like *in fact*, a name in direct address, word or words that identifies or restates an immediately preceding noun or pronoun, or an inserted question or exclamation.  Use an ellipsis to slow a reader down and/or indicate a long stretch of omitted time.  Know that an ellipsis is three or four dots within the sentence.  Use a dash to set off material that is **parenthetic** or summary in nature.  Know that a dash is two hyphens without a space between them or on either side.  Recall and apply spelling rules.  Identify and correct misspelled words. | TYPE  K   K   K     K        K   K   K  K  K  K | I CAN STATEMENTS  I can use correct capitalization, punctuation, and spelling when writing.  I can use commas, ellipsis, and dash to indicate a pause or a break.  I can use commas to set off words or phrases, including interrupting elements, that make a distinct break in the flow of thought.  I can identify an interrupting element as an adverbial phrase, a transitional phrase, a name in direct address, an **appositive**, or an inserted question or exclamation.  I can use an ellipsis to slow a reader down and/or indicate a long stretch of omitted time.  I can identify an ellipsis as three or four dots within the sentence.  I can use a dash to set off material is parenthetic or summary in nature.  I can identify a dash as two hyphens without a space between them or on either side.  I can apply rules of spelling.  I can identify and correct misspelled words. | F.A.T. | FORMATIVE ASSESSMENT |

Standard—**8th Grade Language 8.3**

**Standard: Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

**a. Use verbs in active and passive voice and in the conditional and subjunctive mood to achieve particular effects. (e.g., emphasizing the**

**actor or the action; expressing uncertainty or describing a state contrary to fact).**

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| OVERALL STANDARD TYPE | K R PS P |

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| LEARNING TARGETS  Identify the conventions of language for:   * writing * speaking * reading * listening   Identify when:   * verbs are active or passive voice * verbs are conditional and subjunctive mood   Apply knowledge of language when:   * writing * reading * listening   Apply knowledge of language conventions when:   * writing * reading * listening   Identify when to use:   * verbs in active or passive voice * verbs in conditional and subjunctive mood   to achieve particular effects when writing | TYPE  K  K  R  R  R | I CAN STATEMENTS  I CAN identify the conventions of language for:   * writing * speaking * reading * listening   I CAN identify when:   * verbs are **active** or **passive** voice * verbs are conditional and **subjunctive** mood   I CAN apply knowledge of language when:   * writing * reading * listening   I CAN apply knowledge of language conventions when:   * writing * reading * listening   I CAN identify when to use:   * verbs in **active** or passive voice * verbs in **conditional** and **subjunctive** mood   to achieve particular effects when writing. | F.A.T. | FORMATIVE ASSESSMENT |

Standard—**8th Grade Language- 8.4**

**Standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 8 reading and content*,**

**choosing flexibly from a range of strategies.**

**a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to**

**the meaning of a word or phrase.**

**b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede,secede)*.**

**c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to**

**find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.**

**d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context**

**or in a dictionary).**

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| OVERALL STANDARD TYPE | K R PS P |

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| LEARNING TARGETS  Identify that many words have more than one meaning  Identify common, grade-appropriate Greek and Latin affixes and roots  Use general and specialized reference materials, both print and digital, to:   * find pronunciation * determine or clarify precise meaning or part of speech   Identify the initial determination of the meaning of a word.  Identify the intended meaning of multiple-meaning words and phrases  Identify the meaning or a word or phrase by:   * using context clues * using common Greek and Latin affixes and roots   Choose flexibly from a range of vocabulary strategies to determine or clarify the meaning of an unknown word or phrase | TYPE  K  K  K  R  R  R  R | I CAN STATEMENTS  I CAN identify that many words have more than one meaning.  I CAN identify common, grade-appropriate Greek and Latin **affixes** and **roots**.  I CAN use general and specialized reference materials, both print and digital, to:   * find pronunciation * determine or clarify precise meaning or part of speech   I CAN identify the initial determination of the meaning of a word.  I CAN identify the intended meaning of multiple-meaning words and phrases.  I CAN identify the meaning or a word or phrase by:   * using **context clues** * using common Greek and Latin **affixes** and **roots**   I CAN choose flexibly from a range of vocabulary strategies to determine or clarify the meaning of an unknown word or phrase. | F.A.T. | FORMATIVE ASSESSMENT |

Standard—**8th Grade Language-Standard 8.5**

**Standard:**

**Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**

**a. Interpret figures of speech (e.g. verbal irony, puns) in context.**

**b. Use the relationship between particular words to better understand each of the words.**

**c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm,**

**persistent, resolute).**

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| OVERALL STANDARD TYPE | K R PS P |

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| LEARNING TARGETS  Identify the:   * meaning of figurative language (e.g. verbal irony, puns) * different types of relationships or words   Define the meaning of the terms connotation and denotation  Analyze text to locate figures of speech (e.g. personification) and interpret meanings in context  Analyze the relationship between particular words (e.g. cause/effect, part/whole, item/category) for clarity  Identify among the connotations of words with similar denotations  Identify the relationship between words to find meaning | TYPE  K  K  R  R  R  R | I CAN STATEMENTS  I CAN identify the:   * meaning of **figurative language** (e.g. verbal irony, puns) * different types of relationships or words   I CAN define the meaning of the terms **connotation** and **denotation**.  I CAN analyze text to locate figures of speech (e.g. personification) and interpret meanings in context.  I CAN analyze the relationship between particular words (e.g. cause/effect, part/whole, item/category) for clarity.  I CAN identify among the **connotations** of words with similar **denotations**.  I CAN identify the relationship between words to find meaning. | F.A.T. | FORMATIVE ASSESSMENT |

**Standard—Language 8.6**

**Standard: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary**

**knowledge when considering a word or phrase important to comprehension or expression.**

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| LEARNING TARGETS  Identify general academic and **domain specific words** and phrases that are grade appropriate  Gather vocabulary knowledge when considering words and phrases important to comprehension or expression  Make meaning and use accurately words and phrases important to the comprehension of academic and **domain-specific words** through  Apply and use knowledge of  vocabulary when considering words and phrases important to comprehension or expression  Select appropriate references and resources to aid in gathering vocabulary knowledge | TYPE  K  R | I CAN STATEMENTS  I can identify general academic and **domain specific words** and phrases that are grade appropriate  I can gather vocabulary knowledge when considering words and phrases important to comprehension or expression  I can make meaning and use accurately words and phrases important to the comprehension of academic and **domain-specific words** through  I can apply and use knowledge of  vocabulary when considering words and phrases important to comprehension or expression  I can select appropriate references and resources to aid in gathering vocabulary knowledge | F.A.T. | FORMATIVE ASSESSMENT |

[Reading Literature](#readingliteratue) – [Reading Informational Text](#Readinginformationaltext) – [Writing](#writing) – [Language](#language) – [Speaking and Listening](#speakingandlistening) **Speaking and Listening “I Can Statements”** Standard—Speaking & Listening 8.1

**Standard: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 8***

***topics, texts, and issues,* building on others’ ideas and expressing their own clearly.**

**a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to**

**evidence on the topic, text, or issue to probe and reflect on ideas under discussion.**

**b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual**

**roles as needed.**

**c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence,**

**observations, and ideas.**

**d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence**

**presented.**

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| LEARNING TARGETS  Identify key ideas from reading material or research.  Describe components of **collegial** discussion and decision-making.  Recognize key ideas and new information posed during discussions.  Analyze text, issues, and arguments to formulate personal opinion and questions for others.  Synthesis ideas, issues, and arguments to formulate personal opinion and questions for others.  Evaluate personal views and the views of others.  Track progress toward specific goals and deadlines, defining individual roles as needed.  Evaluate new information posed and personal views, as well as the views of others.  Formulate comments, questions, and responses based on evidence, observations, and ideas. | TYPE  K  K  K  R  R  R  R  R  R | I CAN STATEMENTS  I can identify key ideas from reading material or research.  I can describe the rules of **collegial** discussions and decision-making.  I can recognize key words and new information posed during discussions.  I can analyze text, issues, and arguments to form my own personal opinion and questions for others.  I can put together ideas, issues, and arguments to form my own personal opinions and questions for others.  I can evaluate my personal views and the views of others.  I can track my specific goal progress and deadlines.  I can evaluate new information, personal views, and the views of others.  I can form comments, questions, and responses based on evidence, observations, and ideas. | F.A.T. | FORMATIVE ASSESSMENT |

Standard—**8th Grade-Speaking and Listening 8.2**

**Standard: Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation.**

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| LEARNING TARGETS  Identify author’s purpose of information presented  Identify **author’s motives** for the presentation of information  Analyze the purpose of information presented in **diverse** media and formats  Identify the motives behind the presentation of the information | TYPE  K  K  R  R | I CAN STATEMENTS  I CAN identify author’s purpose of information presented.  I CAN identify author’s motives for the presentation of information.  I CAN analyze the purpose of information presented in different media and formats.  I CAN identify the motives behind the presentation of the information. | F.A.T. | FORMATIVE ASSESSMENT |

Standard—**8th Grade Speaking & Listening 8.3**

**Standard: Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the**

**evidence and identifying when irrelevant evidence is introduced.**

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| OVERALL STANDARD TYPE | K R PS P |

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| LEARNING TARGETS  Define and identify a speaker’s:   * argument * claims   Define and identify:   * sound reasoning * unsound reasoning * relevant evidence * irrelevant evidence * sufficient evidence * insufficient evidence   Delineate a speaker’s argument and specific claims  Identify the soundness of a speaker’s reasoning  Identify the relevance and sufficiency of a speaker’s evidence  Identify between:   * sound and unsound reasoning * relevant and irrelevant evidence * sufficient and insufficient evidence   in a speaker’s argument | TYPE  K  K  R  R  R  R | I CAN STATEMENTS  I CAN define and identify a speaker’s:   * argument * claims   I CAN define and identify:   * **sound** reasoning * unsound reasoning * **relevant** evidence * irrelevant evidence * **sufficient** evidence * insufficient evidence   I CAN delineate a speaker’s argument and specific claims.  I CAN identify the **soundness** of a speaker’s reasoning.  I CAN the **relevance** and **sufficiency** of a speaker’s evidence.  I CAN identify between:   * **sound** and unsound reasoning * **relevant** and irrelevant evidence * **sufficient** and insufficient evidence   in a speaker’s argument. | F.A.T. | FORMATIVE ASSESSMENT |

Standard—**8th Grade-Speaking & Listening 8.4**

**Standard: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid**

**reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciations.**

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| LEARNING TARGETS  Identify claims/findings  Identify:   * appropriate eye contact * adequate volume * clear pronunciation   Identify:   * salient points * relevant evidence * sound, valid reasoning * well-chosen details   Organize points and details in a coherent manner | TYPE  K  K  R  R | I CAN STATEMENTS  I CAN identify **claims/findings**.  I CAN identify appropriate eye contact, adequate volume, and clear pronunciation.  I CAN identify **salient** points, relevant evidence, sound, valid reasoning, and well-chosen details.  I CAN organize points and details in a coherent manner. | F.A.T. | FORMATIVE ASSESSMENT |

Standard—Speaking and Listening 8.6

**Standard: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See**

**grade 8 Language standards 1 and 3 for specific expectations.)**

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| OVERALL STANDARD TYPE | K R PS P |

***LEGEND*** FORMATIVE ASSESSMENT

STANDARD TYPE (F.A.T.)

K=KNOWLEDGE S.R.=SELECTED RESPONSE

R=REASONING E.W.=EXTENDED WRITTEN RESPONSE

P.S. PERFORMANCE SKILL P.A=PERFORMANCE ASSESSMENT

P= PRODUCT P.COM.=PERSONAL COMMUNICATION

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| LEARNING TARGETS  Describe the qualities of  formal speech  Describe the qualities of  informal speech  (The underpinning knowledge  targets are found in Language Standards 1 and 3)  Determine if formal or informal speech is speech is appropriate in the context of a given situation.  Adapt speech to a given context or  task when speaking  Demonstrate correct use of formal  English when speaking | TYPE  K  K  K  R  P.S. | I CAN STATEMENTS  I can identify the qualities of **formal s**peech.  I can identify the qualities of **informal** speech.  I can identify if **forma**l or **informal** speech is appropriate in the context of a given situation.  I can adapt speech to a given context or task when speaking.  I can identify correct use of **formal** English when speaking. | F.A.T. | FORMATIVE ASSESSMENT |